



**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE  
SCHOOL AND RELIGIOUS  
EDUCATION**

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**School:** St Joseph's RC Primary School  
**Address:** Prince Consort Road  
Gateshead  
NE8 1LR  
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**Email address:** stjosephsrcprimaryschool@gateshead.gov.uk  
**School URN:** 108383  
**School DfES:** 3903317  
**Headteacher:** Mrs E Donnelly  
**Chair of Governors:** Rev A Dixon  
**Inspector:** Miss E Mathews  
**Date of Inspection:** 2<sup>nd</sup> and 3<sup>rd</sup> December 2008

This Inspection Report is produced for Bishop Kevin Dunn, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## **Characteristics of the school and views of the stakeholders.**

St Joseph's RCVA Primary School is a smaller than average primary school situated close to the town centre of Gateshead. It draws pupils from mixed socio-economic backgrounds with the majority of pupils from a white British background. Surveys of the parent body show that parents are highly supportive of the school and that they appreciate the positive, caring and inclusive ethos. The school is held in high regard by the parents, parish and governors. Pupils report that they are happy and enjoy school.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll: 170

Percentage of pupils baptised RC: 40%

Percentage of pupils from other Christian denominations: 29%

Percentage of pupils from other World Faiths: 8%

Percentage of pupils with no religious affiliation: 23%

Percentage of pupils from ethnic groups: 12%

Percentage of pupils with special needs: 26%

### **Staffing:**

Number of full time teachers: 9

Number of part time teachers: 0.3

Percentage of Catholic teachers: 89%

Percentage of teachers with CCRS: 57%

### **Percentage of learning time given to RE:**

FS	10%	Yr 4	10%
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Yr 1	10%	Yr 5	10%
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Yr 2	10%	Yr 6	10%
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Yr 3	10%		
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### **Parishes served by the school:**

St Joseph's, Gateshead

**Key for inspection grades:**Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory****Overall Effectiveness****Grade: 2**

This is a good school where pupils flourish because of the strong Catholic ethos and caring, supportive family atmosphere. There is a clear vision and purpose, firmly based on maintaining the Catholic ethos of the school, shared by all staff and governors. The school promotes the spiritual and moral development of all the pupils very effectively. Pupils are proud of their school and recognise the importance of prayer and Religious Education as a focal part of school life. The quality of Collective Worship is good. The school's contribution towards Community Cohesion is good. The Religious Education curriculum meets the needs and interests of the pupils and teaching and learning in Religious Education is good. Although standards are satisfactory, progress is good. The school has good monitoring procedures which support the school's self evaluation and are raising standards of achievement in Religious Education. The school is held in high regard by parents who recognise the pastoral care as a strength of the school. 'Everyone is included in everything. It's all brilliant.'

**Improvements since last inspection**

The school has responded to the recommendations of the last inspection with all issues being addressed. This includes the development of assessment recording procedures in line with other core subjects and raising of standards of attainment by improving pupils' ability to reflect on meaning (AT2). Monitoring of teaching and learning to include monitoring undertaken by the Religious Education Co-ordinator has been addressed in part.

**School's capacity to improve further****Grade: 2**

The school has good capacity to improve further. Through its own self-evaluation the school has identified areas of strength along with areas for development. The school has a strong and effective leadership with a clear vision, sense of direction and purpose for the school and an understanding of how to bring about improvements. The enthusiastic, and knowledgeable staff and Governors are committed to improving the Catholic life of the school and raising standards in curriculum Religious Education.

**In order to raise standards further the governors should seek to:**

- further develop the school's formal practice of monitoring of teaching and learning to include monitoring by the Religious Education Co-ordinator
- develop the role of chaplaincy with a clearly defined policy and programme in place

## **The Catholic Life of the School**

### **Leadership and Management**

**Grade: 2**

The leadership and management of the Catholic life of the school are good. The Headteacher and the staff have a clear vision for the Catholic life of the school, and are committed to developing and ensuring that this is at the core of everything that the school does. The Headteacher provides good leadership to all staff in leading and developing the Catholic life of the school and is firmly focused on raising attainment and on promoting pupils' spiritual and moral development to the highest level. A strong emphasis on pastoral care and the promotion of the school community as a family is supported by all staff, parents and Governors. Leadership promotes and encourages the work of chaplaincy with this being identified as an area for further development. The Headteacher and Religious Education Co-ordinator work closely with the parish priest to develop links with the parish. Links with the wider community are good and have a positive impact on the Catholic life of the school. The Governing Body fulfils its role well in relation to the Catholic life of the school. They are positive and committed and are well informed of strengths and areas for development of the Catholic life of the school.

### **Collective Worship**

**Grade: 2**

The quality and provision for Collective Worship are good with some outstanding features. There is a range of opportunities for Collective Worship at class and school level, making use of scripture, drama, music and time for reflection. Pupils have many opportunities to pray and are confident in writing their own prayers. A planned programme of worship appropriate to the faith needs of the pupils, is in place enabling the whole school community to participate in a range of Acts of Worship. The school has been highly successful in involving parents. Some Acts of Worship are linked to the liturgical year and are enhanced by the use of good quality resources, including effective use of ICT. Pupils' response is outstanding. Pupils prepare and lead Acts of Collective Worship and demonstrate respect, reverence and enthusiasm. The contribution Collective Worship makes to learners' spiritual and moral development is significant.

### **School's contribution to the promotion of Community Cohesion**    **Grade: 2**

The school's contribution to community cohesion is good. A strong sense of family and belonging is evident among the school community. Respect and consideration for all is promoted with similarities and differences recognised and valued. Pupils are offered a range of opportunities to mix with pupils from different backgrounds. Exceptional links with other schools in the area, as well

as the parish, provide opportunities for pupils to work with groups beyond the school community enabling them to deepen their understanding of difference. Pupils participate in a range of activities which promote understanding of their responsibilities within the local community. Fundraising for local, national and international charities has significantly impacted on their understanding of serving the common good and being sensitive to the needs of those less fortunate than themselves. The Religious Education curriculum includes the study of other faiths, promoting a positive understanding of difference and heightening pupils' understanding of other beliefs and cultures. Collective Worship is also inclusive and an activity in which all can contribute to and gain from.

## **Curriculum Religious Education**

### **Achievements and standards in Religious Education**

**Grade: 3**

Standards in Religious Education are satisfactory overall. Pupils' oral work demonstrates that they gain a good knowledge and understanding of religion (Attainment Target 1) and a growing ability to reflect on meaning (Attainment Target 2) as they progress through the school. The standard of written work in pupils' books is satisfactory. Written work does not always reflect the pupil's religious knowledge and understanding. The school recognises this and plans are in place to address this. Achievement is good and pupils of all abilities generally make good progress relative to their prior attainment. This is particularly evident with those pupils who are less able. The school has further revised the curriculum to ensure that more able pupils achieve their full potential. Foundation Stage and KS 1 pupils are able to identify some of the signs and symbols used in Baptism and during Advent and can reflect on some of their actions in the light of scripture. Pupils speak about their own feelings and can empathise about other people's feelings in terms that are appropriate for their ages. At KS2 pupils can describe and explain some of the symbols and traditions of Judaism. They can reflect on the different invitations received including the call to confirmation and can recount stories from the gospels well. By the end of KS2 pupils are able to reflect well on psalms and passages from the Old Testament, for example some of the prophecies of Isaiah.

### **Quality of Provision for Religious Education, Teaching and Learning**

**Grade: 2**

The quality of provision for Religious Education is good. Teachers have good subject knowledge and planning is consistent with curriculum guidance. A variety of teaching styles and methods are used to engage pupils. Pupils work well together, they enjoy and respond well to the opportunities provided. Lesson planning is clear and detailed, and the school has developed good assessment procedures in line with Diocesan guidance. All pupils have targets for both AT1 and AT2 and through discussion pupils are able to demonstrate understanding of

these. An established portfolio of pupils' work, which has been levelled and moderated at school and Diocesan meetings, is in place. There is clear evidence of quality marking throughout the school, particularly at upper KS2, which both affirms the pupils' work and then prompts with a question, further and deeper responses and reflection. Outstanding provision is made for pupils with Special Educational Needs. Teachers have high expectations of behaviour, creating a positive atmosphere which promotes learning and helps pupils to enjoy Religious Education lessons. The school is committed to raising standards in written Religious Education. Positive relationships with parents and carers support learners in their Religious Education. The school has established strong links with parents and carers who are informed of the curriculum provision through newsletters.

### **Effectiveness of Meeting Learners' needs and interests**

**Grade: 1**

The effectiveness of the Religious Education curriculum in meeting learners' needs and interests is outstanding. The school makes very good use of the 'Here I Am' programme and other resources, and fulfils the requirements of the Bishops' Conference. The curriculum is adapted appropriately to meet the needs and interests of the pupils building on prior attainment and experiences. Pupils show keen interest and demonstrate a positive attitude. They are very keen to talk about what they do in Religious Education. The Religious Education Curriculum has a very significant impact on pupils' spiritual and moral development with time for reflection being a key element.

### **Leadership and Management of Religious Education**

**Grade: 2**

Leadership and Management in Religious Education is good. The leadership has a clear vision and sense of purpose and understands what is needed to bring about improvement. The leadership ensures staff are aware of the school's strengths and areas for development and demonstrate an open collaborative approach to bringing about school improvement. The school is committed to raising standards in Religious Education and acknowledges the need to provide tasks for more able learners which will allow them to demonstrate attainment in line with other core subjects. The subject leader supports staff in keeping up to date with curriculum developments and the delivery of Religious Education and in accessing appropriate training. The school's accommodation and resources are used effectively. Equal opportunities are very well promoted and discrimination is tackled vigorously.

The subject leader does not yet play a full role in monitoring the effectiveness of performance in Religious Education but this is recognised as an area for further development.

The Governing Body has a governor responsible for Religious Education and this role is well established. The Governor monitors the subject through discussion with the Headteacher and Religious Education Co-ordinator, and regular visits to school with the opportunity to work with pupils in class further informs the monitoring process. The Headteacher and Religious Education Co-ordinator report progress in Religious Education to the Governing Body regularly.

### SUMMARY INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 - Outstanding Grade 2 - Good Grade 3 – Satisfactory Grade 4 - Unsatisfactory</b>	<b>School Overall 2</b>	<b>16-19</b>
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#### **The Catholic Life of the School**

<b>The effectiveness of leadership and management in developing the Catholic life of the school</b>	<b>2</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education;	<b>2</b>	
The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school;	<b>2</b>	
How effectively leadership at all levels in the school promotes learners' spiritual and moral development;	<b>2</b>	
How effectively the Catholic life of the school is monitored and evaluated;	<b>2</b>	
How well the governing body fulfils its role in relation to the school's Catholic foundation;	<b>2</b>	
How effectively leaders promote and facilitate the work of chaplaincy;	<b>3</b>	
How effectively leadership at all levels and the school promotes partnership with parish community and wider community.	<b>2</b>	
<b>The quality of Collective Worship</b>	<b>2</b>	
The frequency and quality of the provision for prayer, Collective Worship and the liturgical life of the school;	<b>2</b>	
Learners' response to the school's provision;	<b>1</b>	
How well Collective Worship contributes to the spiritual and moral development of the learners.	<b>2</b>	
<b>How effectively the school/college promotes Community Cohesion</b>	<b>2</b>	
The school as a community with common, inclusive values, where differences and similarities are recognised and valued;	<b>2</b>	
The quality of provision for engagement, dialogue and collaboration with groups and individuals <b>within/beyond</b> the school;	<b>1</b>	
The school's commitment to serving the common good;	<b>1</b>	
The contribution of curriculum Religious Education to promoting Community Cohesion;	<b>2</b>	
The contribution of the school's Collective Worship in promoting Community Cohesion.	<b>2</b>	

#### **Curriculum Religious Education**

<b>How well do learners achieve?</b>	<b>3</b>	
The standard of learners' work;	<b>3</b>	
Learners' success in achieving challenging targets, with trends over time and any significant variations between groups of learners;	<b>2</b>	
Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners.	<b>3</b>	

<b>The effectiveness of teaching and learning</b>	<b>2</b>	
How well teaching is used to meet learners' needs and curriculum requirements;	<b>2</b>	
The suitability and rigour and assessment in planning, monitoring and informing;	<b>2</b>	
The identification of, and provision for, additional learning needs;	<b>1</b>	
The involvement of parents/carers in their children's learning and development.	<b>2</b>	
<b>The effectiveness of the Religious Education curriculum in meeting the needs and interests of learners</b>	<b>1</b>	
How well the curriculum matches learners' aspirations and potential, building on prior attainment and experience;	<b>2</b>	
How the Religious Education curriculum meets the requirements of the Bishops' Conference;	<b>1</b>	
How learners enjoy their work;	<b>1</b>	
How the curriculum in Religious Education contributes to the spiritual and moral development of the learners.	<b>1</b>	
<b>The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education</b>	<b>2</b>	
How well senior and subject leaders in Religious Education lead and support their staff;	<b>2</b>	
How performance in Religious Education is monitored and improved through quality assurance and self-assessment;	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are well taught;	<b>2</b>	
The adequacy and suitability of the learning resources and accommodation, and how effectively and efficiently these are deployed to achieve high standards;	<b>2</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their full potential;	<b>1</b>	
How well governors discharge their responsibilities.	<b>2</b>	

### Overall Effectiveness

<b>The overall effectiveness of the provision of Catholic education in meeting the needs of learners</b>	<b>2</b>	
The overall effectiveness of the provision for the Catholic life of the school;	<b>2</b>	
The overall effectiveness of the provision for curriculum Religious Education;	<b>2</b>	
The effectiveness of any steps taken to ensure improvement since the last inspection;	<b>2</b>	
The capacity to make further improvements;	<b>2</b>	
The effectiveness of the school's self-evaluation.	<b>2</b>	

**St Joseph's RC Primary School  
Gateshead**

**2<sup>nd</sup> & 3<sup>rd</sup> December 2008**

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Copies of the full report are available from the school.

**Summary of Findings**

The Overall Effectiveness of the provision of Catholic Education is good.
Leadership and management of the Catholic Life of the school are good.
The provision for Collective Worship is good.
The school's contribution towards Community Cohesion is good.
Achievements and standards in Religious Education are satisfactory.
Teaching and Learning in Religious Education are good.
The Religious Education curriculum in meeting learners' needs and interests is outstanding.
Leadership and management of Religious Education are good.

The school's capacity to improve further is good.

**In order to raise standards further the governors should seek to:**

- further develop the school's formal practice of monitoring of teaching and learning to include monitoring by the Religious Education Co-ordinator
- develop the role of chaplaincy with a clearly defined policy and programme in place.